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ABSTRACT

The College of Education was among the first of four colleges established at the United Arab Emirates (UAE) University in 1977. Now the second largest college in terms of student enrollment, the College of Education has always had an important role in the university. Education at the university has developed rapidly, covering both quantitative and qualitative aspects. The college has also actively participated in the university's development through transformation of programs and study plans based on the country's unique characteristics and problems and the needs of teachers and administrators. Restructuring has occurred according to the country's need for teachers, involving incorporation of policies stressing integration, comprehensiveness, flexibility, interaction, and multiple training methods. The college's present structure is composed of eight undergraduate programs, two diploma programs, and six master's programs. Emphasis has been placed on both academic study and practical training. A center for research, development, and educational services has also been established. (Author/CB)

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The Role Of The College Of Education At UAE University In Manpower Development

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Table of Contents

		Page
I.	Introduction	1
	1.1 Development of the United Arab Emirates University.	1
	1.2 Development of Education in the UAE.	2
	1.3 The Role of UAE University in Providing Teachers for the Educational System.	3
II.	Characteristics and Problems of the Educational System in the UAE	4
III.	Future Needs for Teachers and the Educational Specialists.	5
IV.	Designing Programs for the College of Education	8
	4.1 General Guiding Principles	8
	4.2 The Structure of the College	9

Abstract

" The Role of the college of education at UAE University In Manpower Development"

Muhyieddeen Touq

College of Education - UAE University

The college of education was among the first four colleges established at the UAE university in 1977. It played an important role in the university since its inception. In 1986 it became the sencond largest college in student enrollment.

Education in the UAE developed rapidly since the Union between the seven emirates was founded in 1971. The development of education in the UAE coverd both qualitaive and quantitative aspects of education. The college of education actively participated in the development process. Inorder to enhance its role in the educational system(ES), the college transformed its programs and study plans to grduate as many teachers as possible among the citizens of the country. The design of the new programs was based on the identification of the characteristics and problems of the(ES) in the country, as well as the identification of needs for teachers and administrators untill the year 2000.

Depending on the low participation rate of nationals in teaching, and based on the tremendous need for teachers, the university geared its admission policies to meet this demand, and the college of education was restructred accordingly. The resruturing effort was guided by the following general principles; integration, comprehesiveness, flexibility, interaction, and multiplicity of training forms. The new structure comprised of eight undergraduate programs, two diploma programs, and six master's programs. Heavy emphasis was put on the academic subject component of the study plan, as well as on the practical training. To further enhance the role of the college in the development of the (ES) a center for research, development, and educational services was established.

The Role Of The College Of Education At U.A.E University In Manpower Development

I. Introduction

1.1 Development of the United Arab Emirates University:

The United Arab Emirates (UAE) University was established in 1977 in the city of Al-Ain. It comprised four colleges: Arts and Humanities, Science, Education, and Administrative and Political Science. Four more colleges have been added since then; namely, Shariah and Law, Agriculture, Engineering, and Medicine and Health Sciences. The number of students admitted in 1977 was (502) students, 62.3% males, and 37.7% females. In 1986 the number grew to (7022) students; 43% males, and 57% females. At the same time the total number of the academic staff grew from (57) in 1977 to (254) by the end of 1985. This number does not include (86) adjunct faculty members.

The College of Education has played an important role in the university since its inception. However, the number of students did not grow considerably until the academic year 1986/87. This was partially due to the negative attitudes of UAE male citizens toward the teaching profession.

The number of students at the college in 1977 was (114). In 1986 the number grew to (577), and to over one thousand in 1986. This rapid growth was due to the change in admission policies instigated by the new development plan of the University.

The number of the academic staff in the college grew from (5) in 1977, to (25) in 1986, and the number of graduating students grew from (98) in 1981, to a total of about (700) in 1986.

1.2 Development of Education in the UAE:

Before one can talk about the role of the College of Education in manpower development, a breif account of the development of education in the country should be discussed.

Education in the UAE has developed rapidly since the union among the seven emirates was founded in 1971. Since 1979 the pace of development has been even faster and has covered all various aspects of education. To cite few examples of this rapid change, the number of students rose from (114019) in 1979 to (208303) in 1984*, which constitutes an increase of about 90%. During the same period the number of teachers and administrators rose from (9611) to (15392), which constitutes an annual increase of about 10%. The number of classroom sections grew from (4024) to (8047) with a total increse of about 100%. The number of schools grew from (323) to (517) with an annual increase of 8.2%. Table (1) shows the development of these four features during the period 1979-1984.

Table (1) at this place

Educational statistics about government sector for the academic year 1984/85 show that the number of students was (163996). This indicates that about 25% of all students in the UAE were going to private schools. However, those are believed to be mostly expatriates.

On the qualitative side, development efforts covered the areas of curriculum improvement, teacher training, teaching and evaluation methods, and educational technology.

The college of education worked closely with the Ministry of Education in these areas, particularly in curriculum development and teacher training.

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* The figures given stop at the 1984 because the development plan of the college started at this year.

1.3 The role of UAE university in providing teachers for the educational system(ES).

UAE university graduates, like many other arab university graduates, shy from entering the teaching profession, but since the apportunities for quick wealth and better jobs are fading away with the fall of oil prices, an increasing number of UAE nationals, particularly females, are going into teaching.

In 1985, UAE university took bald decisions to tailor admission policies to manpower development needs. To provide better matching between manpower development and the (ES) in the UAE, the university contracted the World Bank to study this particular aspect.

In a further effort to provide for societal needs, educational programs at the UAE University were modified to meet specific demands in the labor market. The main function of the College of Education at UAE university is to provide the (ES) with trained teachers and other qualified personnel, hence, the whole program of the college was transformed to meet these objectives.

The flow of University graduates to the (ES) in the UAE is not adequately known, but it is expected to be low. Among the (700) or so graduates of the College of Education, it is believed that no more than 30%-40% went into teaching. A good percentage of those however, were not actually trained to be teachers because they majored in general education or psychology.

Having all this in mind, the author of this paper was intrusted with the job of developing the College of Education in 1984. The main goal of development was to restructure the college to meet manpower development needs in the (ES) in the UAE guided by following objectives:

1. To identify the characteristics and problems of the (ES) in the UAE.
2. To identify the needs of the (ES) in the UAE until the year 2000 both in the teaching profession and in supporting services.
3. To design the programs of the College of Education to meet the needs of the (ES) in the UAE.

II. Characteristics and Problems of the (ES) in the UAE

In spite of the tremendous development in the (ES) that took place in the last decade, there are still some problems in the system that might hinder further development. Some of these problems avail themselves directly to any development efforts. Following are some of these problems:

1. The percentage of UAE citizens who choose teaching as a career is particularly low. In 1984/85 this percentage was as low as 9%.
2. Similarly, the percentage of UAE citizens among high level administrators is moderately low. In 1984/85 this percentage ranged between 48%-59%. (see tables 2 and 3).

Table 2 and 3 at this place

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3. The scientific and professional standard of teachers is generally weak. This is particularly true of the elementary cycle. The employment policy adopted by the Ministry of Education does not require the elementary school teacher to have a university degree. Many of the elementary school teachers have a one year diploma after high school. The diploma program is, however, lacking in various respects. Realizing the low standard of teachers, the Ministry of

Education developed a comprehensive plan to open two two-year teacher training institutes to prepare teachers for the elementary cycle. The author of this paper served as a member of the special board set for this project and was the head of the educational committee that developed the curricula.

4. There is a total absence of UAE nationals among teachers of physical education, art and music education, home economics, and special education.
5. There is nearly a total dependence on expatriates among technical staff working in areas of curriculum planning and development, evaluation, educational administration and supervision, educational research and statistics, and teacher training.

III. Future Needs for teachers and other Educational Specialists

Depending on the assessment of needs, I'll show in this section the future demand for teachers and other education specialists in the UAE. The College of Education is expected to meet the best part of this demand.

Table (4) shows the need for teachers until the year 2000 in general terms according to a study on the "status of population and work force in the UAE" conducted by the university.

Table (4) at this place

Table (4) shows that the expected demand for teachers in the year 2000 is (21339) teachers; (9607) males, and (11732) females. These figures do not include the demand for teachers of P.E., home economics, art education, music, and special

education. Inorder to incorporate these areas the required number of teachers is expected to rise to about (24000).

To identify specific needs for teachers of all school subjects, admission policies and in-take of students should be based on actual work load and teaching hours as defined by the Ministry of Education. Total reliance on figures, such as those in table (4) above, is misleading. Table (5) shows subjects taught and time allotment per week (Saturday - Thursday.

Table (5) at this place

The information provided by the Ministry of Education about future needs show that the annual rate of increase is 9% for students, and 4% for teachers. This trend is expected to pertian for some years to come. Tables (6) and (7) show the demand for teachers of different school subjects until the year 2000.

Tables 6 & 7 at this place

The need for teachers in the UAE is so great. Indeed, the number of teachers has to be doubled by the end of the century. However, the percentage of UAE national teachers is not expected to exceed 50% by the year 2000.

There is also a great demand for teachers of special education and guidence counselors. The percentage of the handicapped in the UAE is believed to be around 12% of the total population according to a study conducated by Gulf

Cooperation Council. This puts the number of the handicaped in the UAE who are 15 years of age or less at about 14000. The majority of those need special attention and special classes. Thus training special education teachers becomes an important goal. Currently all teachers in this field are expatriates.

In a rapidly changing society such as that in the UAE the need for guidance counselors is of utmost importance. The problems of youth in the UAE are magnified by the transformation process of the society. According to known counselling-counselee ratio the need for guidence counselors by the end of the century is about 500 persons. The College of Education is expected to provide for this need.

Finally, there is a growing demand for highly trained specialists in the following areas: educational administration and supervision; measurement and evaluation; curriculum development and instruction; educational psychology; and educational technology.

IV Designing College of Education Programs

4.1 General Guiding Principles:

Any successful college of education has to adequately provide for the needs of the (ES). Thus, the next step to develope the college was to modify the course of the college to meet the needs of the (ES) as stated previously, and consequently to develop new programs.

Five general guiding principles governed development efforts; namely, integration, comprehensiveness, flexibility, interaction, and multiplicity of training forms.

Teacher education is believed to be most effective if it is incorporated within the overall educational process that takes place at a university, or a university-like setting. In such an institution the proper linkage between theoretical and applied knowledge becomes possible, so is the development of proper scientific attitudes. Such attitudes are of vital importance for future teachers.

Teacher education is, on the other hand a comprehensive process. It should avail itself to cognitive and non-intellecual aspects of the human personality. The process of teacher education should not address itself to the comprehension of knowledge only, but to the generation of knowledge and to mastering the skills of teaching as well. This process meanwhile should cover all areas and levels of preperations so that the whole school community becomes a well trained entity that works towards a unified goal.

Flexibility of entrance and exsit requirements from an educational insitution gives it the strength to adapt to changing situations, as well as the ability to attract and maintain its students. Any candidate should be able to move through the structure rather easily, and should feel that he is not imprisoned by early or immature choices he had made early in his life. This means that the candidate should be able to go to work if he chooses to, and come back to college when he feels the need for further education. The college should then be able to provide life-long education courses.

The ability of an educational institution to interact with societal agencies insures the support of the society, and paves the way for the institution to positively influence and change existing conditions.

Finally it should be realized that there are different models for teacher education and training. The validity of the model depends on its suitubility to needs and objectives of the society. Although general principles that guide the development of models might be universal and transferable across societies and cultures, the exact structures of models are definitely not. Thus a proper understanding of needs should guide the efforts to develop the appropriate model.

4.2 The structure of the College:

Untill 1985 the College of Education at the UAE university offered three programs, only one of which was a professional teacher education program. These were: general education, psychology, and teacher education.

Based on needs assessment and on the guiding principles, the programs of the college and their composition were changed. The prevailing programs of the college as of 1985/86 are as follows:

A. First university degree

1. Kindergarten Education.
2. Elementary Education.
3. Teacher Education-To prepare teachers for the intermediate and secondary cycles in the following areas:
   a. Islamic education
   b. Arabic language
   c. English language
   d. History
   e. Geography
   f. Socialogy and philosophy
   g. Mathematics
   h. Physics
   i. Chemistrey
   j. Biology and geology
4. Psychology
5. Family Education (begins in 1987-88)
6. Special Education (begins in 1987/88)
7. Physical Education (begins in 1988/89)
8. Art Education (begins in 1988/89)

B. Diploma level

1. Diploma in general education (begins in 1987/88)
2. Diploma in administration and supervision (begins in 1987/88)

C. Masters degree level

Studies are underway to start M.A. programs in selected areas as soon as necessary requirements to start them are insured. The areas of study will be the following:

1. Administration and supervision.
2. Counseling and guidance.
3. Measurement and evaluation.
4. Educational psychology.
5. Curriculum and instruction.
6. Adult education.

The study plan of all undergraduate programs were revised to cover the following areas:

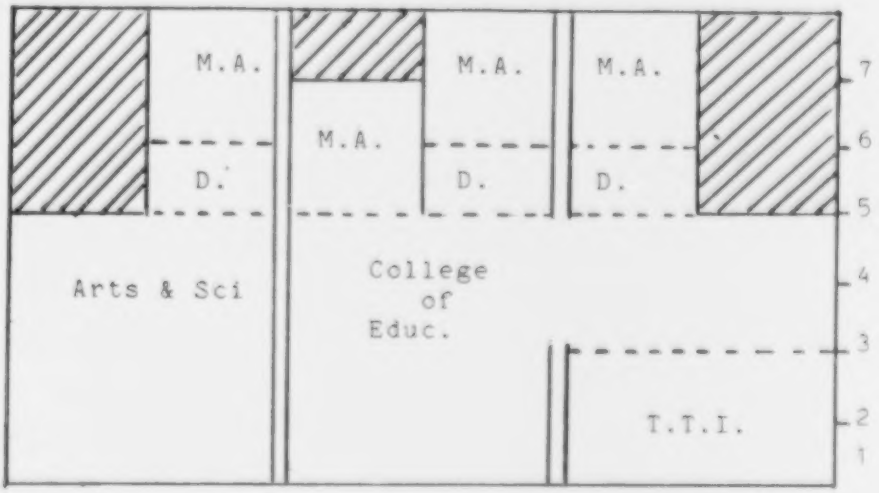
1. General education courses (covers approximately 25% of the credit hours).
2. Professional teacher education course (covers approximately 20% of the credit hours).
3. Major concentration area (covers approximately 50% of the credit hours).
4. Practical training (covers approximately 5% of the credit hours).

It is worth mentioning that the College of Education is maintaining a strong link with both the Colleges of Arts and Humanities, and the College of Sciences. All students majoring in teacher education areas take specialization courses (Arabic, English.. etc.) in these two colleges.

The role of the College of Education in manpower development extended to the efforts of the Ministry of Education. The author of this paper as mentioned before, served as the head of the educational committee that developed the curricula for teacher education institutes. The possibility of admitting some of the graduates of these institutions to the College of Education was a guiding principle in the development of programs and curricula of those institutes.

To maximize this possibility, many courses offered by those institutes were designed to be comparable to those offered by the College of Education.

The following chart sums up organization of teacher education and training in the UAE as discussed in previous pages.



As can be seen from this chart, this structure is a simple and flexible one. It also accounts for the general guiding principles mentioned above. It can also serve as a model for other countries in the same stage of development, particuraly among neighboring countries. The evaluation of the model is an essential process. This will take place after three years of its implemention, and after graduating the first batch in accordance with the new study plan.

Table (1)

Numbers of students, teachers, adminstrators, Sections, and schools in the UAE 1979 - 1984

Year		Students	Teachers& Administ-rators	Sections	Schools
79/80	M	67596	4400	1833	127
	F	56423	5211	1454	98
	C			1237	97
	T	124019	9611	4524	322
80/81	M	76700	4947	2111	146
	F	64724	6044	1701	115
	C			1400	101
	T	141424	10991	5212	362
81/82	M	91100	5742	2411	160
	F	79504	7628	2006	132
	C			1967	133
	T	170604	13370	6384	420
82/83	M	103270	6319	2948	174
	F	90363	9047	2534	145
	C			1889	168
	T	193633	15366	7371	487
83/84	M	109410	6066	2757	173
	F	98947	9326	2542	155
	C			2748	189
	T	208362	15392	8047	517

Table (2)

Numbers and percentages of teachers according to nationality, sex, and educational cycle

Sex / Cycle	Males		Females		Total		G. Total
	C	E	C	E	C	E	
K.G.	-	-	156	349	156	349	505
Elementary	34	2398	535	2311	569	2709	5278
Inter & Sec.	19	1684	155	1604	174	3288	3462
Total	53	4082	846	4264	899	8346	9245
%	1%		16%		9%		

Table (3)

Numbers and percentages of administrators according to Nationality, sex, and educational Cycle

Sex / Cycle	Males		Females		Total		G. Total
	C	E	C	E	C	E	
	Headmasters						
K.G.	-	-	23	11	23	11	34
Elementary	36	79	66	53	102	132	234
Inter & Sec.	16	24	25	9	41	33	74
Total	52	103	114	73	166	176	342
%	33%		60%		48%		
	Assistant Headmasters						
K.G.	-	-	12	2	12	2	14
Elemantary	28	51	67	21	95	72	167
Inter & Sec.	13	21	25	5	38	26	64
Total	41	72	104	28	145	100	245
%	36%		78%		59%		

C = Citizen

E = Expatriate

Table (4)

Expected needs of teachers and administrators In public schools at the year 2000 according to subjects

Subjects	M. Schools	F. Schools	Total
A. Elementary cycle(T)	6118	7108	13226
B. Inte & Sec. Cycle			
Humanities	1962	2673	4535
Sciences	1134	1527	2661
Islamic studies	393	524	917
Total	3489	4624	8113
All Cycles (GT)	9607	11732	21339

Table (5)

Study plan in all three cycles of education according to Subject matter a no. of teaching hours

Subject matter	Elementary						Inter			Sec.				
											Lit		Sci	
	1	2	3	4	5	6	1	2	3	1	2	3	2	3
Islamic Educ.	5	5	5	4	4	4	4	4	4	3	3	3	3	3
Arabic Lang.	12	12	12	10	8	8	7	7	7	6	7	8	6	6
English Lang.	-	-	-	4	6	6	6	6	6	6	7	8	7	7
Math.	5	5	5	6	6	6	5	5	5	5	1	0	6	7
Science	2	2	2	3	3	3	4	4	4					
Physics										2	-	-	4	4
Chemistry										2	-	-	3	4
Biology										2	-	-	3	3
Geology										1	-	-	1	1
Social Sciences	-	-	-	2	2	2	4	4	5					
History										2	3	4	-	-
Geography										2	3	4	-	-
Arabic Soci										1	-	-	-	-
Home economics(F)	-	-	-	2	2	2	2	2	2	2	-	-	2	-
P.E.	3	3	3	2	2	2	2	2	2	2	2	1	1	1+1(F)
Music Educe.	1	1	1	1	1	1	-	-	-	-	-	-	-	-
Art Educ.	2	2	2	2	2	2	2	2	1	-	-	-	-	-
French Lang.										-	5	6	-	-
Sociology										-	2	-	-	-
Economics										-	1	-	-	-
Philosophy										-	-	3	-	-

Table (6)

Current and expected numbers of teachers in the elementary cycle according to subject matter

Subject matter	NO. 1984/85	No. 2000
Islamic Education	517	967
Arabic Language	886	1658
English Language	439	821
Mathematics	559	1046
P.E.	471	881
Art Education	387	724
Music	186	348
Sciences	354	662
Social Sciences	194	363
Home economics	78	146
Class teacher	1892	3541
Total	5963	11157

Table (7)

Current and expected numbers of teachers in the inter.& Sec. cycles according to subject matters

Subject matter	No. 1984/85	No. 2000
Islamic Education	390	730
Arabic Language	673	1259
English Language	612	1145
Mathematics	503	941
P.E.	162	303
Art Education	88	164
Music Education	07	13
General Seiences	253	473
Social Sciences	150	280
Physics	150	280
Chemistry	156	292
Biologhy	127	237
Geology	100	187
History	195	365
Geography	177	331
Home economics	169	316
Soc.& phi and logic	97	181
Total	4009	7497